

ESL V

ESL V Course Description:

Advanced: Students at the advanced level of proficiency can handle most personal, social and academic language. Idioms and structure are frequently still problematic. Complicated literary and academic texts may require use of a dictionary when the language and context are unfamiliar. The ESL curricular focus is based on literacy skills necessary for success in a grade level classroom.

ESL V Course Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

ESL V: (Advanced) Learning Expectations:

Listening

ESL V.L.1 Students will show understanding of academic vocabulary.

ESL V.L.2 Students will demonstrate an understanding of various forms of oral communication.

Speaking

ESL V.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL V.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL V.S.3 Students will use appropriate sentence construction for clear communication.

ESL V.S.3 Students will use appropriate language functions to obtain and give information.

ESL V.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

Reading

ESL V.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

Writing

ESL V.W.1 The student will develop the structural skills of the writing process.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

ESL V Student Performance Indicators:

Listening

ESL V.L.1 Students will show understanding of academic vocabulary.

ESL V.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Demonstrate an understanding of complex verbal directions.
- b. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”).
- c. Identify the main idea of a grade-level passage.
- d. Demonstrate literal understanding of orally presented school-based topics.
- e. Determine the answer to a simple inference question regarding the meaning of an orally presented passage.
- f. Understand an inference question about a character’s feelings.
- g. Demonstrate understanding of idioms in a passage that is read orally.
- h. Demonstrate understanding of sequences of events after listening to a short passage that is read orally (e.g., determine “what happened second”).
- i. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- j. Recognize the following persuasive appeals: appeal to logic, emotional appeals, and ethical appeals.
- k. Demonstrate understanding of underlying meaning in poems.
- l. Demonstrate understanding of theme in short fictional narratives.
- m. Demonstrate understanding of metaphor, including simile, personification, irony and analogy.
- n. Demonstrate effective listening skills by a variety of responses.

Speaking

ESL V.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce academic vocabulary.
- b. Pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill’s coat), and the plural –s ending on nouns).
- c. Stress long compound nouns (5 or more syllables in length) correctly.
- d. Place the stress on the correct word in a sentence when speaking (e.g., do not stress function words).

- e. Pronounce stressed vowels differently and accurately in different forms from the list of common words of this type (e.g., grade-graduate; compete-competitive; nation-nationally, volcano-volcanic).

ESL V.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Use grade-level idioms correctly.

ESL V.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate sentences with subordinate clauses
- b. Show ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, past perfect, future, future perfect (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).
- c. Formulate complex sentences with relative clauses.
- d. Formulate contrary to fact conditional statements (e.g., If I were a millionaire, I would).
- e. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- f. Use quantifiers with count and non-count nouns.
- g. Use articles (“a (n)”, “the” or Æ) in context.
- h. Demonstrate an ability to use prepositions of time, place, position, reason, manner, and possessions.
- i. Demonstrate understanding of the use of adjective + preposition combinations.
- j. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- k. Tell the use or purpose of familiar objects.

HS.S.3 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants; asking for clarification; asking for directions; asking for and giving advice; agreeing and disagreeing.

HS.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Explain a personal preference and give two or more reasons for it.
- b. Express an opinion about an issue and give two or more reasons to support in oral presentation form.
- c. Explain several steps involved in completing a common activity in chronological order.

- d. Compare and contrast two types of places, people or things.
- e. Give directions based on a map.
- f. Describe and interpret information in a chart or graph.

Reading

ESL V.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Read material for fluency, with appropriate pronunciation and intonation.
- b. Build vocabulary by reading and viewing from a wide variety of sources.
- c. Identify antonyms
- d. Identify synonyms.
- e. Show knowledge of the meaning of common prefixes, suffixes, and word roots.
- f. Infer the meaning of a word using knowledge of prefix meaning (e.g., interstate, ambidextrous).
- g. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- h. Determine the meaning of unfamiliar words by using knowledge of individual known words.
- i. Determine the meaning of a word with multiple meanings that best fits in a given context.
- j. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- k. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- l. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- m. Determine the antecedent of any pronoun.
- n. Show understanding of the order of events within a sequence or a process (e.g., put a set of sentences or paragraphs into chronological order).
- o. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- p. Identify the main idea or main topic when it is or is not explicitly stated.
- q. Identify the best summary of an informative reading selection.
- r. Identify the important details that support a main idea or summary statement.
- s. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- t. Predict what would most likely happen next in a narrative.
- u. Distinguish between fact and opinion.
- v. Infer-characters’ feelings about themselves or their surroundings at different points in a story.
- w. Identify the main character’s attempts to solve his or her problem in a story (i.e., major plot events).

- x. Demonstrate an understanding of the most important details in a story.
- y. Differentiate among the literary elements of plot, character, setting, point of view, flashback, rising action, climax, falling action, resolution, theme, tone, mood, symbolism, and irony.
- z. Analyze effectiveness of figurative language.
- aa. Critique the effectiveness of persuasive devices (e.g. bandwagon, propaganda, emotional appeal, testimonial) used in various texts.

Writing

ESL V.W.1 The student will develop the structural skills of the writing process.

- a. Write cursive letters in upper- and lower case
- b. Write dictated words and sentences.
- c. Write the correct form of modal auxiliaries (e.g. can, could, may, might, will, would, should + base form of verbs.)
- d. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
- e. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).
- f. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
- g. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person).
- h. Use indefinite pronouns with correct subject-verb agreement.
- i. Use adverbs and adverb phrases in different sentence positions.
- j. Use direct quotations and indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she had a headache.)
- k. Use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- l. Combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- m. Spell academic words.
- n. Use commas to set off appositives (e.g., “Many of us, the people who pay taxes, oppose this idea.”)
- o. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., “After I stopped by my friend's house, I went straight home.”)
- p. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling.
- q. Formulate negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- r. Identify run-on sentences and sentence fragments.
- s. Use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- t. Write a narrative and expository paragraph describing a personal experience.

- u. Write a persuasive essay that takes a position (e.g., Write either in favor of school uniforms or against them).
- v. Determine the most effective order of sentences in a paragraph.
- w. Determine where paragraph breaks should occur.
- x. Eliminate a redundant or unnecessary sentence from a paragraph.
- y. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: "The boys went fishing last weekend and they were catching several fish.")
- z. Identify and write for a variety of audiences
- aa. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.
- bb. Use transitions effectively.
- cc. Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citations of sources, and bibliographic entries. Avoid plagiarism.
- dd. Select the most appropriate title for a passage.
- ee. Determine the stage of the writing process.
- ff. Choose the topic sentence of a paragraph.
- gg. Choose sentences that relate to the writer's purpose in a selected passage.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Sample Tasks:

Sharing and requesting information
Expressing needs, feelings, and ideas
Using non-verbal communication in social interactions
Getting personal needs met
Developing relationships with others
Engaging in transactions
Following oral and written directions, implicit and explicit
Requesting and providing clarification
Participating in full class group and pair discussions
Asking and answering questions
Requesting information and assistance
Negotiating and managing interaction to accomplish tasks
Explaining actions
Elaborating and extending other people's ideas and words
Expressing likes, dislikes and needs
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately
Using writing for social purposes
Responding to and using slang, idioms, and humor appropriately
Determining when it is appropriate to use a language other than English
Determining appropriate topics for interaction
Understanding and respecting multi-cultural and ethnic diversity

Linkages:

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.